



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 12031508
SAU: MSAD 09
School: Cascade Brook School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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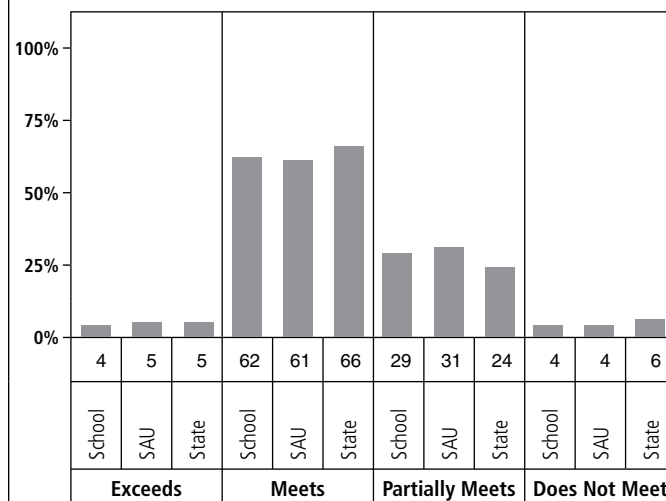
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 09
School: Cascade Brook School

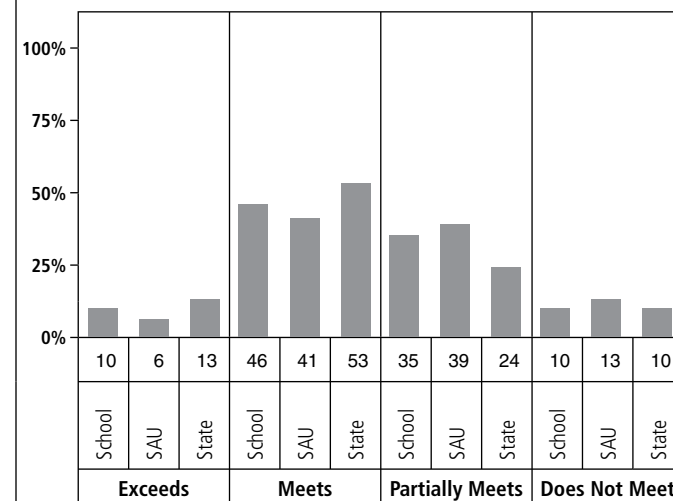
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	443	445	445
2007–2008	444	444	445
2008–2009	446	446	446
Cum. Avg.*	444	445	445
Mathematics			
2006–2007	443	443	445
2007–2008	445	444	445
2008–2009	443	441	446
Cum. Avg.*	444	443	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: MSAD 09
School: Cascade Brook School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	97	100	160	100	13805	100	97	100	160	100	13737	100	97	100	160	100	13746	100						
Ethnicity African American/Black	0	0	2	1	419	3	0	0	2	100	410	98	0	0	2	100	416	99						
American Indian or Native Alaskan	0	0	1	1	125	1	0	0	1	100	124	99	0	0	1	100	124	99						
Asian or Pacific Islander	1	1	1	1	229	2	1	100	1	100	223	97	1	100	1	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	96	99	156	98	12883	93	96	100	156	100	12832	100	96	100	156	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	14	23	14	2383	17	14	100	23	100	2366	100	14	100	23	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	47	48	86	54	5819	42	47	100	86	100	5782	99	47	100	86	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	75	77	108	68	10439	76	75	77	107	67	10471	76						
Identified disability (PET/IEP)	0	0	0	0	351	3	0	0	0	0	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	1	1	1	1	92	1	1	1	1	1	90	1						
Participation with accommodations	17	18	47	29	3142	23	19	20	50	31	3138	23						
Identified disability (PET/IEP)	9	53	18	38	1860	59	11	58	20	40	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	1	2	71	2	0	0	1	2	73	2						
Other	8	47	28	60	1060	34	8	42	29	58	1043	33						
Participation through alternate assessment (PAAP)	5	5	5	3	155	1	3	3	3	2	137	1						
Identified disability (PET/IEP)	5	100	5	100	155	100	3	100	3	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 09
School: Cascade Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	4	4	6	3	507	4
	2007-2008	5	6	9	5	559	4
	2008-2009	4	4	7	5	672	5
	Cum. Total*	13	5	22	4	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	49	55	117	66	8749	63
	2007-2008	43	52	96	53	8308	59
	2008-2009	57	62	94	61	8917	66
	Cum. Total*	149	57	307	60	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	24	27	40	22	3467	25
	2007-2008	22	27	59	32	3922	28
	2008-2009	27	29	48	31	3241	24
	Cum. Total*	73	28	147	29	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	12	13	15	8	1165	8
	2007-2008	12	15	18	10	1264	9
	2008-2009	4	4	6	4	751	6
	Cum. Total*	28	11	39	8	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	31.4	65.4	31.0	64.6	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	15.8	65.8	15.7	65.4	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	15.6	65.0	15.4	64.2	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: MSAD 09
School: Cascade Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	92	4	4	57	62	27	29	4	4	446	155	5	61	31	4	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										2						408	2	51	31	16	441
American Indian or Native Alaskan	0										1						122	1	59	34	6	444
Asian or Pacific Islander	1										1						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	91	4	4	56	62	27	30	4	4	446	151	5	62	30	4	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	7	78	1	11	434	18	0	33	56	11	438	2211	1	39	42	18	439
No	83	4	5	56	67	20	24	3	4	448	137	5	64	28	3	447	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	92	4	4	57	62	27	29	4	4	446	155	5	61	31	4	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	43	0	0	24	56	16	37	3	7	442	82	0	59	35	6	443	5677	2	57	32	9	443
No	49	4	8	33	67	11	22	1	2	450	73	10	63	26	1	449	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	92	4	4	57	62	27	29	4	4	446	155	5	61	31	4	446	13575	5	66	24	6	446
Gender																						
Female	33	2	6	21	64	10	30	0	0	448	62	5	60	34	2	446	6580	7	68	21	5	448
Male	59	2	3	36	61	17	29	4	7	446	93	4	61	29	5	446	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	6	60	4	40	0	0	444	15	0	47	53	0	443	2127	1	48	42	9	441
No	82	4	5	51	62	23	28	4	5	447	140	5	62	29	4	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	1										1						324	27	72	1	0	458
No	91	4	4	56	62	27	30	4	4	446	154	5	60	31	4	446	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 09
School: Cascade Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	426	2	0	33	33	33	440	4	2	45	36	17	441
B. less than one hour	73	3	5	42	64	19	29	2	3	447	76	5	62	30	3	446	75	5	67	23	4	447
C. one to two hours	24	1	5	14	64	7	32	0	0	448	19	3	66	31	0	447	18	5	67	23	5	447
D. more than two hours	2	0	0	1	50	1	50	0	0	437	3	0	20	60	20	436	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	1	3	21	66	10	31	0	0	448	32	4	65	31	0	447	40	8	71	17	4	449
B. good	37	2	6	20	59	9	26	3	9	446	42	5	61	30	5	446	45	3	66	25	5	446
C. fair	22	1	5	13	65	6	30	0	0	447	19	7	63	30	0	447	13	1	54	35	10	442
D. poor	5	0	0	3	60	2	40	0	0	444	7	0	36	45	18	439	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	1	3	25	81	5	16	0	0	450	33	6	73	22	0	449	31	8	69	19	4	448
B. They match some of what I have learned.	53	3	6	26	54	16	33	3	6	446	50	5	55	34	6	445	53	4	68	23	4	447
C. They match just a little of what I have learned.	12	0	0	5	45	6	55	0	0	441	13	0	50	50	0	442	11	2	54	35	10	442
D. There is no match.	0										3	0	80	20	0	444	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	24	2	9	16	73	4	18	0	0	448	25	8	67	26	0	447	19	4	54	31	11	443
B. about the same as my regular schoolwork	65	2	3	37	63	17	29	3	5	447	60	4	62	29	4	447	63	6	69	22	4	447
C. easier than my regular schoolwork	11	0	0	4	40	6	60	0	0	442	15	0	48	48	4	442	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	13	0	0	7	58	5	42	0	0	444	13	0	50	50	0	443	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	60	3	6	30	57	17	32	3	6	446	58	3	60	33	3	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	27	0	0	20	83	4	17	0	0	450	29	7	70	18	5	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	29	2	8	13	50	9	35	2	8	445	25	11	53	32	5	447	21	8	68	19	5	448
B. 20 minutes to an hour	34	1	3	21	68	8	26	1	3	448	35	4	64	30	2	447	55	5	70	21	4	447
C. less than 20 minutes	12	0	0	9	82	2	18	0	0	448	16	0	67	29	4	445	13	2	57	33	8	443
D. I rarely read at home.	25	1	4	14	61	8	35	0	0	447	25	3	61	34	3	445	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	31	1	4	19	68	8	29	0	0	448	33	4	65	29	2	446	25	3	59	30	8	444
B. six to ten pages	37	1	3	21	64	8	24	3	9	446	29	2	64	27	7	446	24	4	64	26	6	445
C. eleven or more pages	32	2	7	16	55	11	38	0	0	447	37	7	56	35	2	446	51	7	70	20	4	448
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	452	40	0	50	0	50	441						
B.	0										20	0	100	0	0	454						
C.	0										0											
D.	67	0	0	1	50	0	0	1	50	436	40	0	50	0	50	436						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 09
School: Cascade Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	7	8	10	6	1054	8
	2007-2008	13	16	19	10	1321	9
	2008-2009	9	10	10	6	1712	13
	Cum. Total*	29	11	39	8	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	43	48	91	51	7394	53
	2007-2008	36	44	78	43	7079	51
	2008-2009	43	46	64	41	7270	53
	Cum. Total*	122	46	233	45	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	23	26	52	29	3729	27
	2007-2008	18	22	61	34	3955	28
	2008-2009	33	35	62	39	3219	24
	Cum. Total*	74	28	175	34	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	16	18	25	14	1735	12
	2007-2008	15	18	24	13	1642	12
	2008-2009	9	10	21	13	1408	10
	Cum. Total*	40	15	70	14	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	28.8	60.0	27.4	57.1	30.8	64.2
A. Number	20	42	11.0	55.0	10.4	52.0	12.5	62.5
B. Data	8	17	5.3	66.3	5.0	62.5	5.3	66.3
C. Geometry	10	21	6.5	65.0	6.1	61.0	6.5	65.0
D. Algebra	10	21	6.1	61.0	5.9	59.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: MSAD 09
School: Cascade Brook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	94	9	10	43	46	33	35	9	10	443	157	6	41	39	13	441	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										2						415	5	41	30	24	439
American Indian or Native Alaskan	0										1						123	12	46	28	13	445
Asian or Pacific Islander	1										1						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	93	8	9	43	46	33	35	9	10	443	153	6	42	41	12	441	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	5	45	5	45	427	20	0	5	60	35	430	2227	3	34	33	30	437
No	83	9	11	42	51	28	34	4	5	445	137	7	46	36	10	443	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	94	9	10	43	46	33	35	9	10	443	157	6	41	39	13	441	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	45	0	0	21	47	17	38	7	16	438	84	0	39	40	20	437	5704	6	48	30	16	442
No	49	9	18	22	45	16	33	2	4	448	73	14	42	38	5	446	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	94	9	10	43	46	33	35	9	10	443	157	6	41	39	13	441	13603	13	53	24	10	446
Gender																						
Female	35	3	9	13	37	13	37	6	17	440	64	5	38	36	22	439	6591	12	54	24	11	446
Male	59	6	10	30	51	20	34	3	5	445	93	8	43	42	8	443	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	7	70	3	30	0	0	441	15	0	47	40	13	437	2131	3	41	38	18	440
No	84	9	11	36	43	30	36	9	11	444	142	7	40	39	13	442	11478	14	56	21	9	448
Gifted/talented program																						
Yes	1										1						324	64	34	2	0	464
No	93	8	9	43	46	33	35	9	10	443	156	6	41	40	13	441	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 09
School: Cascade Brook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	50	1	50	434	3	0	25	25	50	439	4	4	37	30	28	438
B. less than one hour	72	6	9	35	52	22	33	4	6	445	76	6	45	40	9	442	75	13	55	23	9	447
C. one to two hours	24	3	14	7	32	9	41	3	14	442	19	10	34	38	17	441	18	12	54	24	10	446
D. more than two hours	2	0	0	1	50	1	50	0	0	439	3	0	0	60	40	432	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	51	9	19	19	40	14	30	5	11	446	47	14	38	37	11	444	37	22	56	16	7	451
B. good	33	0	0	17	55	12	39	2	6	442	39	0	49	39	11	441	45	9	56	25	9	446
C. fair	12	0	0	6	55	5	45	0	0	443	12	0	33	50	17	439	14	3	46	34	17	440
D. poor	4	0	0	1	25	2	50	1	25	431	3	0	0	50	50	425	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	25	2	9	10	43	9	39	2	9	444	28	5	52	34	9	444	35	19	56	19	7	450
B. They match some of what I have learned.	62	7	12	31	53	17	29	3	5	446	54	10	45	35	11	444	51	11	56	25	8	446
C. They match just a little of what I have learned.	8	0	0	1	14	4	57	2	29	435	12	0	11	63	26	434	10	5	43	31	21	440
D. There is no match.	5	0	0	1	20	3	60	1	20	428	6	0	11	67	22	426	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	24	1	5	11	50	9	41	1	5	443	23	3	31	53	14	439	17	5	44	31	20	441
B. about the same as my regular schoolwork	62	6	11	26	46	20	35	5	9	444	53	9	44	37	10	443	62	13	57	23	7	448
C. easier than my regular schoolwork	14	2	15	5	38	4	31	2	15	443	24	5	43	35	16	441	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	2	40	1	20	2	40	432	8	0	25	42	33	433	7	6	36	32	27	438
B. 30–45 minutes	22	0	0	6	30	12	60	2	10	438	22	0	32	56	12	438	25	7	52	28	12	444
C. 45–60 minutes	67	8	13	34	55	19	31	1	2	447	54	10	46	37	7	445	38	14	56	22	8	448
D. more than 60 minutes	6	1	17	1	17	1	17	3	50	436	17	8	42	27	23	440	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	0	0	1	100	0	0	432	1	0	0	50	50	430	3	4	36	31	28	438
B. two or three days a week	4	0	0	0	0	4	100	0	0	436	6	0	11	78	11	435	12	13	51	26	10	446
C. two or three times each month	19	2	11	10	56	4	22	2	11	446	21	9	45	30	15	444	32	15	58	20	7	449
D. never or almost never	75	7	10	33	47	24	34	6	9	444	72	6	43	39	12	442	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	1	9	1	9	6	55	3	27	434	20	3	16	48	32	434	26	12	50	25	13	445
B. two or three days a week	22	1	5	10	50	8	40	1	5	444	23	6	47	42	6	443	32	14	57	21	7	448
C. two or three times each month	46	5	12	24	56	14	33	0	0	447	38	8	58	34	0	446	26	13	56	22	8	448
D. never or almost never	20	2	11	8	42	5	26	4	21	441	19	7	27	40	27	438	17	9	50	27	13	444
Optional school/SAU question																						
A.	33	1	100	0	0	0	0	0	0	462	40	50	0	0	50	445						
B.	0										20	0	100	0	0	450						
C.	0										0											
D.	67	0	0	1	50	1	50	0	0	443	40	0	50	50	0	443						